

Archived Information

EU-U.S. ATLANTIS PROGRAM

Guidelines and Application Information

1. Introduction

The European Community-United States of America Cooperation Agreement in Higher Education and Vocational Education and Training aims primarily at promoting understanding between the peoples of the European Union and the United States of America and improving the quality of their human resource development. The Cooperation Agreement includes the Fulbright-Schuman scheme administered by the U.S. Department of State and the European Commission and other cooperation actions in the field of higher education and vocational training grouped under the title of “Atlantis” (Actions for Transatlantic Links and Academic Networks for Training and Integrated Studies) administered by the U.S. Department of Education and the European Commission. The following guidelines describe Atlantis actions (hereunder referred to as Atlantis).

There are three main actions under Atlantis:

ACTION 1 – Transatlantic Degree Consortia Projects

This Action provides support for consortia of EU and U.S. higher education institutions (hereafter called “consortium”) to implement dual/double or joint degree programs referred to in the present document as “Transatlantic Degrees.” Support may include mobility grants for students and members of the academic teaching staff (“faculty”).

ACTION 2 - Excellence (Follow-up) Mobility Projects

This Action provides follow-up funding mainly for student mobility to consortia projects of proven high quality, including those funded under the preceding EU-U.S. Agreements.

ACTION 3 - Policy-oriented Measures

This Action provides support to multilateral EU-US projects and activities designed to enhance collaboration in the higher education and vocational training field.

The present guidelines provide instructions for submitting proposals only for Action 1 and 3. Action 2 projects will not be funded in 2006 but may be supported in future calls for proposals.

The main focus of Atlantis is on supporting innovative projects for cooperation in the higher education field, including vocational training, which are designed to develop and

implement double or joint “transatlantic degrees” for students in the EU and U.S. It may also support projects to promote other forms of EU-U.S. cooperation in higher education and vocational training, including mobility projects and policy-oriented measures.

The origin of EC-U.S. cooperation in education and training dates from the 1990 Transatlantic Declaration on EU-U.S. Relations. Following a two-year exploratory phase (1993-95), the Cooperation Agreements between the European Community and the United States signed in 1995 and 2000 enabled a total of 107 transatlantic consortia to be funded, involving 726 European and United States institutions of higher education and vocational education and training. More than 4000 U.S. and EU students were involved with these consortia projects and have participated in the study abroad programs.

The European Community and the government of the United States are in the process of renewing the 2000-2005 agreement. The new agreement is expected to enter into force in the summer of 2006 for program support until 2013. **Applications under the present call for proposals will be received and processed before the signing of the new Agreement. However, proposals will be formally selected and funding awarded only after and subject to the entering into force of the new agreement.**

The third agreement will move the EU-U.S. Program in a new direction. From implementing small curriculum components among consortia composed of six partners, as in the past, the new program pursues the more ambitious aim of implementing joint or dual transatlantic undergraduate degrees within a smaller consortium. The rationale for this is that the growing pace of global interconnectedness in virtually all aspects of human life means that our postsecondary institutions must rethink how best to prepare students for a lifetime of work that will, in all likelihood, be in an international environment. In doing so, the European Commission and FIPSE intend to support collaborative projects that can contribute to innovation and to the acquisition of skills required to meet the challenges of the global knowledge-based economy. The most successful colleges and universities of the future will increasingly define themselves as international in terms of their educational activities and the demographic profile of their faculty and students. While the research community has to a large extent taken on board the global dimension, as reflected in broad and intensive international collaborative activity, the study and teaching dimensions of higher education still have to address this challenge in a truly international perspective. In the EU-U.S. context Atlantis seeks to address this challenge by developing and testing a new and more integrated form of international education: transatlantic dual or joint degrees. By implementing transatlantic degree programs that provide students with an education in the United States and in Europe, we shall be helping to create an environment in which professional skills and language capability will better prepare students to participate in the workforce and meet the social challenges of the 21st century.

2. What are the objectives of Atlantis?

The objectives of Atlantis are same as those of the 2006-2013 agreement and are divided into general, specific, and operational categories.

The general objectives shall be to:

promote mutual understanding between the peoples of the European Community and the United States of America including broader knowledge of their languages, cultures and institutions;

and improve the quality of human resource development in both the European Community and the United States of America, including the acquisition of skills required to meet the challenges of the global knowledge-based economy;

The specific objectives shall be to:

enhance collaboration between the European Union and the U.S. in the domains of higher education and vocational training;

contribute to the development of higher education and vocational training institutions;

contribute to individual participants' personal development for their own sake and as a way to achieve the general objective of the program;

and contribute to transatlantic exchanges between EU and U.S. citizens.

The operational objectives shall be to:

support collaboration between higher education and vocational training institutions with a view to promoting joint study programs and mobility;

improve the quality of transatlantic student mobility by promoting transparency, mutual recognition of qualifications and periods of study and training, and, where appropriate, portability of credits;

support collaboration between public and private organizations active in the field of higher education and vocational training with a view to encouraging discussion and exchange of experience on policy issues; and

support transatlantic mobility of professionals with a view to improving mutual understanding of issues relevant to EU-U.S. relations.

3. What is the proposed timetable for 2006?

March 2006	Publication of the call for proposals
July 7, 2006	Deadline for submission of applications
Aug.-Sept. 2006	Assessment of applications by independent experts
Aug.-Sept. 2006	Joint selection by European Commission and FIPSE
Sept.-Oct. 2006	Awarding of grants to selected consortia.

Oct.-Nov. 2006	Start of consortia project activities
Sept.-Oct. 2007	Latest start of transatlantic mobility for students (beginning year 2)

4. What is the budget available for 2006?

For EU institutions, the budget available amounts to approximately EUR 4 million the majority of which will be devoted to Action 1- Transatlantic Degree Consortia Projects. For U.S. institutions comparable funding will be provided over a period of four years. U.S. awards are made pending annual congressional appropriations.

5. Who is eligible for funding and what constitutes a consortium?

5.1. General Eligibility

Atlantis is based on the development of a multilateral consortium of postsecondary higher education educational institutions or organizations in the United States and in the twenty-five Member States of the European Union. For the purpose of this action:

“higher education institution” means any recognized establishment according to the applicable laws or practices that offers qualifications or diplomas at the higher education level, whatever such establishment may be called;

“vocational education and training institution” means any type of public, semi-public or private body, which, irrespective of the designation given to it, in accordance with the applicable laws and practices, designs or undertakes vocational education or training, further vocational training, refresher vocational training or retraining; and

“student” means any person following learning or training courses or programs leading to degree completion that are run by higher education or vocational education and training institutions.

All consortia in Atlantis must have a minimum of three higher education or vocational education and training institutions or organizations from at least two different Member States of the European Union and one or more from the United States. If there is more than one partner in the United States, that partner may be from the same state or from a different state. Membership may include higher education or vocational education and training institutions and organizations including industry and business groups, non-governmental organizations, publishers, government departments, chambers of commerce, and research institutes.

All consortia must have a non-profit lead institution or organization in the European Union and in the United States responsible for submitting the common proposal, for coordinating the project, and for grant management and fiscal control. In all projects for-profit partners may represent business and industry groups and that may help give your project the national and international visibility necessary for it to succeed beyond

the funding period. These partners may offer internships or may offer professional advice and expertise as part of Atlantis.

With regard to mobility grants/stipends, eligible beneficiaries are students, faculty, and staff selected by transatlantic degree consortia, which will also disburse those grants.

5.2. Eligible countries and individuals

Eligible institutions and organizations must be from the United States and from one of the twenty-five Member States of the European Union (Austria, Belgium, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, and the United Kingdom).

Eligible EU students and faculty must be citizens of the European Union or third-country nationals who had been legal residents in the European Union for at least three years (and for the purpose other than study) before the start of the outgoing mobility. Eligible U.S. students and faculty must be U.S. citizens or resident aliens.

5.3. Eligible Activities

5.3.1. Transatlantic Degree Consortia Projects

Atlantis focuses on supporting multilateral consortia over a four-year grant period for the purpose of developing and implementing at the undergraduate level (or first cycle) dual/double or joint “**Transatlantic Degrees**”. Support for other combinations of undergraduate and graduate degree programs may be offered under future calls for proposals.

A “Transatlantic Degree” is defined as an undergraduate program of study undertaken at institutions located in the European Union and in the United States that leads to the awarding of two separate degrees (dual or double degree) or a single degree (joint degree) by the participating EU and U.S. award institutions and that students are able to attain in considerably less time and a lower cost than would be required to obtain two separate degrees.

An “undergraduate degree” is defined as any degree or diploma below the master’s level that is recognized by the appropriate authorities in the Member State where the degree awarding institution is located and in the United States. Applicants must clearly stipulate whether a dual/double or joint or degree will be awarded.

Each multilateral consortium must comprise at least one higher education institution from the U.S. (US-1) and at least two such institutions in the EU (EU-1 and EU-2), located in different Member States. If a second U.S. institution is involved, it need not be from a different U.S. State. Each EU or U.S. student must be awarded the Transatlantic Degree by one institution in the U.S. and one of the

two institutions in the EU. Another option is to have each of the two EU institutions award the transatlantic degree. Under such an arrangement a EU student would still receive an award from her/his home institution (either EU-1 or EU-2) plus the U.S. institution. A U.S. student would receive a degree from either one of the EU institutions depending on the length of the study at the respective EU institutions. The European Commission and FIPSE will give preference to a consortium in which more than two institutions can award a transatlantic degree.

The key curricular components of the Transatlantic Degree must be included in the proposal and be in place before the application for support is submitted. Agreements on programs of study leading to the Transatlantic Degree must include provisions on credit recognition and/or transfer, tuition and other fees, visa requirements, recruitment, and student services.

Transatlantic degree projects are selected for four years. The Commission and FIPSE reserve the right to increase, decrease or terminate funding for a project based on annual performance reviews. All four years of the grant may be used for student and faculty mobility although it is expected that in the first year some adjustments in the curriculum and in the administration of the project will be made. Disbursement of funding will be made conditional on the consortium providing evidence that the transatlantic degree is operational and that students are selected to undertake the required period of study abroad. It is expected that transatlantic degree programs will be institutionalized at the participating institutions and will be sustained beyond the funding period.

Proposals that focus on implementing a transatlantic degree must describe in detail six components: i) joint study program, ii) student mobility, iii) faculty mobility, iv) language and culture training, v) evaluation, and vi) dissemination.

Joint Study Program

Proposals for Transatlantic Degrees may focus on any undergraduate, postsecondary program of study provided that it clearly demonstrates how such an international degree program will prepare students better for work in an international context. A proposal for a transatlantic degree program should include the following components:

Integrated program of study. The delivery of a jointly developed curriculum or full recognition by the Transatlantic Degree consortium of modules which are developed and delivered separately, but make up a common study program is the central component of the proposal. The program of study (including the courses, methods, modules and internships that students will take in the U.S. and in the EU, leading to the awarding of the Transatlantic Degree) must be fully described in the application.

Duration of the program of study. Applicants must explain how long it will take a full-time student to complete the entire transatlantic degree program.

Competitive proposals will make it feasible for students to complete the transatlantic degree as close as possible to the time needed to finish the longer of the two original degree programs. Proposals must also indicate how many months are required to complete the study abroad component of the transatlantic degree.

Integrated admission standards. Students from each participating institution are to be selected for the program through a collaborative process that meets the standards of each partner institution. Students must be able to apply to the degree program through a shared application procedure or through institutional application procedures that are accepted by and meet the requirements of each partner institution in the consortium. Consortia institutions should therefore agree on shared admission standards and entry requirements, a shared application procedure, and a shared student selection process. For EU institutions this must be in accordance with national legislation.

Examinations and progression (transfer) requirements. Consortia institutions must agree that the examinations passed at one institution will be fully and automatically recognized by the partner institutions on the other side of the Atlantic. Whenever possible the use of ECTS is recommended. Consortia institutions must agree on progression and transfer arrangements for students.

Mobility: Students must carry out a period of study in at least three participating institutions (at least two EU institutions located in different Member States, and at least one U.S. institution). This mobility cannot be replaced by virtual mobility and must be at least one full academic year.

Degree award: The awarding of a recognized joint or double/dual degree must be guaranteed by at least one EU and at least one U.S. institution after successful conclusion of a period of study in the three partner institutions. Such a guarantee must be provided through letters of commitments that are attached to the proposal by the appropriate governing persons or bodies from the participating degree-awarding institutions. If required, formal legal agreements may be submitted in the first year of the grant but prior to the first study abroad. The nature and form of the transatlantic degree must be provided in the application. Applying consortia must prove that the participating countries concerned recognize the degrees delivered. For EU applicants the appropriate arrangements must exist at national level if this is a legal requirement for degree award in the countries concerned. Appropriate national or state authorities may be consulted on the formal recognition of the proposed degrees.

Language requirements: Transatlantic degrees must provide EU and U.S. students with the possibility of using at least two European languages spoken in the Member States where the consortia institutions are located.

Student mobility

Selected transatlantic degree consortia projects will receive funding to support the transatlantic mobility of students at the participating institutions. The following aspects of the mobility component of the degrees should be carefully addressed in the project proposal.

The length of the study abroad must be carefully negotiated between the institutional partners in order to meet the requirements for graduation at the institutions issuing the degree. It should be of comparable length and not less than a full academic year. **For U.S. students** this includes a period of study at two EU institutions, one of which allows the student to earn 20 ECTS credits, with a total of at least 60 ECTS credits for a full academic year. In addition to studying at their home institution and at least one institution in the U.S., **EU students** must spend a period of study bearing at least 20 ECTS credits at least one additional EU institution in a different Member State. Mobility at an institution other than the home institution cannot be replaced by virtual mobility. Consortia institutions are free to arrange additional sources of funding for students, including the Erasmus/Socrates program, in relation to the period of study to be spent in the second EU institution. See section 9 of these guidelines for more information on mobility budgets.

If the transatlantic degree curriculum involves work or training experience, the application for support should describe the objectives and the intended learning outcomes in relation to the proposed double degree, and how the internships or work placements will be organized (how long they will last, how and by whom they will be monitored and assessed, and how they will conform to the applicable laws and regulations of the host country). Inclusion of the names and locations of the host organizations for such placements (industry, business, government, non-government organizations) will be positively assessed when processing the application.

The issue of tuition and fees must be carefully negotiated and finalized before the proposal is submitted, and the application for support must contain a detailed description of the agreed arrangements. We recommend that students studying abroad pay tuition and fees at their home institution and incur no additional payments to the host institution, though other mutually acceptable arrangements are possible.

The arrangements for the award of academic credits for the transatlantic degree program of study must also be agreed between the partners prior to the submission of the proposal and described in detail therein. The text must demonstrate clearly that all participating institutions have agreed on the credits to be awarded.

Student services: Institutions participating in transatlantic degrees will need to pay particular attention to the support and guidance students will need to help navigate these new degree programs. Students will need to be well prepared for foreign study and well received at host institutions. Applications should therefore contain a description of the pre-departure orientation activities at the home institution and arrival orientation

activities at the receiving institution. Each partner institution should have an “international office” or equivalent to assist with housing, coaching, language courses, and activities for social integration, visas, health insurance, and special needs.

The application for support should set out the consortium’s plan regarding the number of students they intend to mobilize in the four-year period. Each applicant should decide on the number of students to be exchanged each year and the duration of the study period abroad. The methods used by the Commission and FIPSE for calculating the stipends for students and faculty are set out in section 9 (Funding) of these guidelines.

Faculty mobility

Transatlantic degree projects will be expected to arrange for transatlantic mobility of faculty to carry out teaching and research assignments related to the program, and may receive specific earmarked funding for this purpose. Mobility of administrators is welcome but will be funded from the flat rate in the EU budget and the administrative costs in the U.S. budget. For more budget details for this aspect of the program see section 9.

Language and cultural training and assessment

A key objective of Transatlantic Degrees is to enable students to gain international expertise and competence. Cultural and linguistic preparation and training will therefore be a vital part of each project proposal.

Transatlantic Degrees must provide students with the possibility of using at least two European languages spoken in the Member States where the consortia institutions are located. However, the use of at least two languages does not imply the use of two different languages of instruction. Also, there is no obligation that the institutions use the national language as the language of instruction.

Projects where English is the language of instruction at the host university but not the language generally spoken in the host country, must provide for students to participate in a program of intensive study of the host country language. Proposals failing to include detailed plans for this language and culture training will not be competitive in the assessment process.

For U.S. students the basic approach to language learning may be defined as “one plus one.” That means that as a result of obtaining a second degree in Europe, the student must gain sufficient knowledge and skill in one of the two EU languages to use that language in a professional capacity. The method of assessing students’ competence in the host country language must be included in the evaluation plan proposed by the project and will be taken into account in selecting the projects to be supported.

As indicated above, applicants should describe what institutional and other resources will be used to prepare students to study abroad within the framework of the program. The

language resources at their institutions or elsewhere that will be used for EU and U.S. students should be described, as should the methods to be employed by sending institutions for assessing whether students are ready for instruction in English or the designated European languages.

Evaluation

Consortia should include in their proposals a detailed evaluation plan that states the goals and anticipated outcomes of the project and indicates what qualitative and quantitative indicators will be used to measure the success of your project.

For U.S. applicants: US applicants must follow the instructions for budgeting funds in the budget to support project evaluation throughout the life of the project. Competitive proposals should include detailed evaluation plans plus information about who will conduct the evaluation. U.S. applicants must use an independent evaluator and submit an evaluation progress report as part of their annual performance report as well as a final evaluation report as part of their final performance report.

Dissemination

Strategies for sustainability and dissemination of products, outcomes, and results from the project to a wider public should be incorporated in every proposal.

5.3.2. Policy-oriented measures.

Atlantis may provide financial support to multilateral projects involving institutions or organizations active in the field of higher education and vocational training with a view to enhancing collaboration between the European Community and the United States of America. Policy-oriented measures may include studies, seminars, working groups, benchmarking exercises that address comparative higher education and vocational training issues, including recognition of qualifications and issues of accreditation. The projects may also include comparative studies and analyses, language and content integration, dissemination of projects, software and Web development, e-learning and open education, and infrastructure and resources development.

Competitive proposals for policy and analysis studies are those providing evidence of maximum impact for the future of transatlantic cooperation in education and training. Policy studies grants do not include student mobility but may include faculty and staff exchanges.

Competitive proposals for policy studies must include a project design, an evaluation, and a plan for dissemination.

Project Design

Proposals should describe in detail the nature and purpose of the proposed policy studies project. Explain how this will enhance understanding about the proposed issue and how each U.S. and EU institution and organization contributes to the project. This should include a description of the collaborative activities to be carried out, the personnel who will execute these activities and the intended results. Explain how this policy project will increase knowledge within a particular discipline or a group of disciplines. Describe what the consortium expects to accomplish on a two-year schedule. What skills and resources will each partner contribute to the project? How will the requested resources increase knowledge about issues important to the United States and the European Union?

Evaluation

Consortia partners should define the project goals and outline an evaluation plan based on quantitative and qualitative evidence. The evaluation should include both the process of the work and the result of that work. The goal should be to evaluate the entire project. If you engage evaluators in the U.S. and Europe, it is expected that they will work in cooperation. See the budget instructions for more information.

U.S. applicants must follow the instructions for budgeting funds in the budget to support project evaluation throughout the life of the project. Competitive proposals should include detailed evaluation plans plus information about who will conduct the evaluation. U.S. applicants must submit an evaluation progress report as part of the annual performance report as well as a final evaluation report as part of the final performance report.

Dissemination

Strategies for sustainability and dissemination of products, outcomes and results from the project to a wider public should be incorporated in every proposal.

5.4. Eligible proposals (for EU applicants)

6. Exclusion criteria (for EU applicants)

7. Selection criteria (for EU applicants)

8. What are the award criteria for funding?

The selection of Atlantis grants will be a competitive process based on the assessment of the quality of the proposals against the background of the description of the Actions under section 5.3.

8.1. Transatlantic Degree consortia projects

The European Commission and FIPSE will be assisted in their joint selection of projects for funding by panels of independent experts. The quality of the proposals meeting the

eligibility and selection criteria will be judged on the basis of the award criteria set out below, which will be the main basis on which the selection decision is taken.

However, when drawing up the final list of projects to be funded, attention will be paid to ensuring the participation of institutions from as many EU Member States as possible and as broad a diversity of U.S. institutions. The final list of selected projects will be such that any EU Member State is not represented with its institutions in the role of coordinator in more than one transatlantic degree consortia project, provided there are other proposals of a sufficient quality where that country is not represented.

The following quality criteria will be applied to determine the overall quality score of each eligible proposal:

The significance of the proposed project, (representing **20%** of the total score) as determined by –

the utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used in a variety of other settings; and

the importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

In particular proposals will be assessed with regard to:

1. What are the objectives of the transatlantic degree and what is its contribution to educational excellence and innovation?
2. What is the significance of the project's outcomes for improvements in teaching and student achievement?
3. What is the distinctive transatlantic value for the proposed discipline and profession?

The quality of the proposed project design, (representing **80%** of the total score) as determined by –

the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable; and

the extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

In particular proposals will be assessed with regard to:

1. How does the quality and added value of the proposed transatlantic degree compare with courses and programs that may already exist in the same field at national and international levels?
2. How well integrated is the transatlantic degree among the consortia institutions?

3. What is the level of commitment for the delivery of the degree as evidenced by the letters from the institutions?
4. What is the evidence that the proposed degrees granted by the institutions in the EU and the U.S. will be recognized and accredited by Member States and relevant U.S. agencies?
5. What is the soundness and clarity of the arrangement for academic credits, including, if applicable, the extent to which ECTS mechanisms such as the grading scale and other mechanisms for study periods compatible with ECTS will be used?
6. If the Diploma Supplement is used, what is the quality of the plan to improve international transparency in order to facilitate academic and professional recognition of qualifications and accreditation?
7. How well does the proposal describe the cooperation mechanisms and administrative structure of the transatlantic consortium for institutionalization, meetings, defined roles for partners, and communications?
8. How well does the proposal describe the consortium structure for student and faculty mobility between hosting institutions?
9. What is the quality of the language plan, particularly, the use of training facilities, mentors and tutors, and local language resources?
10. How well does the proposal describe the resources available for hosting foreign students and faculty, particularly, the availability of an office and persons dedicated to linguistic assistance, housing, coaching, visas and insurance, and activities for social integration?
11. What is the quality of the evaluation plan, including formative and summative evaluations, feedback mechanisms, and assessments by independent and external entities?

8.2. Policy-oriented Measures

The European Commission and FIPSE may select projects on a bilateral basis for international policy studies. Such projects will be selected for support with the assistance of independent experts. While overall attention will be paid to supporting a diverse range of institutions, the proposals will be judged on the basis of two criteria.

The significance of the proposed project, as determined by –

the extent to which the proposed project involves the development or demonstration of promising new ideas or strategies; and

the utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used in a variety of other settings; and

the importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

The quality of the project design, as determined by –

the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable; and

the extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

9. What are the funding amounts?

The European Commission will provide funding for the direct use of the EU partners, and the U.S. Department of Education (FIPSE) will provide funding for the direct use of the United States partner(s). **It is anticipated that approximately five (5) degree implementation projects and a small number of policy-oriented measures projects will be funded in 2006.**

9.1. Transatlantic Degree consortia projects

Transatlantic degree consortia may apply for three types of funding: i) flat rates/fixed amounts for administering the project, ii) transatlantic mobility grants to EU and U.S. students and iii) transatlantic mobility grants to EU and U.S. faculty.

EU applicants

The overall amount of funding on the EU side for a four-year consortia project cannot exceed a maximum of 696,000 EUR.

The maximum amounts of funding EU consortia institutions can apply for in relation to the three categories mentioned above for a four-year project are fixed as follows:

Flat rates for EU consortia institutions: An annual flat-rate amount of EUR 7,500 per each EU institution sending and/or hosting students will be granted for a four-year period to each selected transatlantic degree consortium. The annual amount will not exceed EUR 15,000.

Transatlantic mobility grants to EU students: Transatlantic mobility grants are set at 12,000 EUR per academic year. For calculation purposes an academic year is considered to be 10 months. Two academic years would normally be 20 months. Student mobility grants for periods between 10 and 20 months will be calculated on a pro-rata basis. Any period of more than 14 calendar days and 10 study days will be considered a month. The amount of the total grant per EU student therefore ranges between EUR 12,000 and 24,000 EUR depending on the actual duration of transatlantic mobility. Students not having succeeded in completing the course within its usual duration will not receive an additional grant for “catching-up”. Scholarships are intended for full-time studies. The maximum amount for a four-year project will not exceed 576,000 EUR.

Transatlantic degree consortia are free to charge tuition and fees to students as they wish according to their national legislation and according to the agreement reached within each consortium. However, all students participating in a joint or dual degree must be treated in the same way regardless of whether or not they receive a stipend or grant. In other words, students receiving a grant must not be charged more than students without a scholarship.

Transatlantic degree consortia must predetermine how grants will be allocated within the consortia, taking into account the mobility requirements of the double or joint degree as well as an appropriate balance in the distribution of students. However, consortia will have some flexibility for adjustments.

Consortia should plan to mobilize at least six (6) students from each side of the Atlantic for each year of the four-year project duration. Funding will be provided on this basis.

Transatlantic mobility grants to EU faculty: Transatlantic mobility grants are calculated at 1,000 EUR per week plus a fixed amount of 1,000 EUR for travel per scholar in relation to scholarly work at the partner U.S. institutions with a minimum of one week and a maximum of eight weeks. The amount of the grant per EU scholar therefore ranges between 2,000 EUR and 9,000 EUR depending on the actual duration of transatlantic mobility. Within the maximum overall amount of 60,000 EUR, any number of faculty members may participate in mobility provided that the grant allocation and the minimum and maximum duration requirements are respected. The maximum amount for a four-year project will not exceed EUR 60,000.

U.S. Applicants

The range of awards for a four-year degree project based on six students and depending on the length of the study abroad is \$408,000 (\$102,000 per year) to \$696,000 (\$174,000 per year). Policy-oriented measures are funded for \$50,000 (\$25,000 per year).

The fixed amount for administering the project is \$15,000 for each of four years or \$60,000 total. That administrative budget amount covers salaries and benefits, travel for the project director, evaluation costs, attendance at the annual meeting, and additional consortia meetings. Indirect costs may be applied to this part of the budget. More details are provided in the U.S. budget instructions.

The budget for scholar/faculty mobility stipends in a degree program grant is \$15,000 per year or \$60,000 total. Teachers, trainers, administrators, and other relevant specialists are encouraged to participate in structured exchanges. Such exchanges and teaching or research assignments must be done within the consortium and be directly related to the project's focus. Faculty travel stipends are calculated at \$1,000 per week plus \$1,000 for travel expenses. Faculty travel stipends may support expenses for travel from one to eight weeks. The amount of the grant per U.S. scholar therefore ranges between \$ 2,000 and \$ 9,000 depending on the actual duration of transatlantic mobility. Faculty stipends

are restricted to travel expenses and may not be used for salaries. Indirect costs may be applied to this part of the budget. See the U.S. budget instructions for additional information.

Transatlantic mobility stipends for U.S. students are based on an exchange of at least six students per year. Individual student stipends are calculated at \$12,000 for degree programs that require one full academic year abroad (10 months X \$1,200/month). For each additional month the stipend is \$1,200. The maximum student stipend for a study abroad period of two full academic years is \$24,000. Your proposal must clearly indicate how many months are required to earn the European degree. For U.S. student mobility stipends are restricted to overseas expenses and may not be used for other budget lines. A proposed budget must be based on a clearly articulated plan of study that defines the extent of the study abroad in terms of required academic credit and the amount of time (in months) needed to earn those credits.

The annual conference

An important part of Atlantis will be the annual conference for running projects. All faculty and staff participants are expected to attend the annual meeting for the first three years of the project. The participation of all U.S. and EU partners at these conferences is essential because it provides the only opportunity for your consortium and both funding agencies to meet together. We recommend that you also arrange for the participation of some selected students to this event. This conference is intended to serve as a medium where EU and U.S. project participants can meet together to share ideas on what works. It is also intended as a forum for discussion to help the EU and U.S. administrations make important decisions on how best to coordinate the program. Project partners are also given ample time during the annual meeting to work as a group by themselves as well as with their program officers. Consortia should make provisions for participation in these meetings with at least one partner from each participating institution. It is also expected that the independent evaluator will be at one of meetings. Participation in this conference may be covered from either the flat rate/administrative costs or grants for faculty mobility. No other specific funding will be provided. The Atlantis meeting is held in the fall and alternates between Europe and the United States.

9.2 Policy-oriented measures

In the US, policy-oriented measures projects will be funded for two years for a maximum total of \$50,000 (or \$25,000 for each year). Budgets may be submitted that include all line items except for student stipends. Indirect costs may be applied to the entire budget. See the U.S. budget instructions for additional information.

The EU side of the consortia implementing policy oriented measures may apply for a funding of up to 75% of the project cost incurred by the EU side up to a maximum of 50,000 EUR, for projects with a maximum duration of two years.

10. Financial conditions

10.1. Grant Agreements

For EU applicants a grant agreement for a transatlantic degree project with a maximum duration of four (4) years will be signed between the Commission and the coordinator of the project. For Policy-oriented measures the grant agreement would normally be two (2) years. For U.S. applicants the grant agreement is with the institutional applicant and the same durations apply.

10.2. General financial conditions (for EU applicants)

10.3. Payment procedures (for EU applicants)

10.4. Audit report (for EU applicants)

10.5. Guarantee (for EU applicants)

10.6. Double financing (for EU applicants)

11. Sub-contracting and award of procurement contract (for EU applicants)

12. Publicity (for EU applicants)

13. What are the procedures for submitting a proposal?

The EU-U.S. Atlantis Program is administered by the European Commission's Directorate-General for Education and Culture (DG EAC) and the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). European partners should read the guidelines and forms published by DG EAC in the official languages of the European Union. **Applicants from the European Union and the United States must submit a common proposal narrative with separate applications forms to DG EAC and to FIPSE.**

The closing date for receiving proposals is July 7, 2006. Proposal applications not received by both agencies in time for this submission date will not be eligible for funding. Eligible proposals will be reviewed in August and awards will be made by FIPSE in September 2006 and by DG EAC in October 2006.

Submission of the grant application in the United States.

The U.S. Department of Education and other U.S. federal agencies and departments have a single point of information and submission for all grant programs. If you are applying to FIPSE for the EU-U.S. Atlantis Program, you will find information and instructions in the application packet at www.grants.gov. The package is available as soon as the Federal Register Notice is published. It is important to note that U.S. institutions must register for this site in order to apply for federal grants. If your institution has not

already done so, you should register several weeks in advance of the submission date in order to apply in time for this federal grant program. If you wish to request an exemption from this electronic submission, note the conditions listed on the website. You may also register for email notification for federal grant programs.

For U.S. applicants seeking further information, please contact:

Frank Frankfort, Ph.D.
Coordinator, EU-U.S. Atlantis Program
U.S. Department of Education
Fund for the Improvement of Postsecondary Education (FIPSE)
1990 K Street, NW, 6th Floor
Washington, D.C. 20006-8544
Tel: 202-502-7513
Fax: 202-502-7877
frank.frankfort@ed.gov

Submission of the grant application in the European Union.

The call for proposals is published on the following Internet addresses:

http://europa.eu.int/comm/education/programmes/eu-usa/call_en.html
http://europa.eu.int/comm/education/programmes/calls/callg_en.html

Applications on behalf of the EU lead institution must be submitted on the correct form, duly completed, signed all EU and US consortia and dated. Applications should be sent by electronic mail to: eac-3Ccooperation@cec.eu.int **AND** by registered mail postmarked no later than **July 7, 2006** in one original and three (3) certified copies of the application forms that include the common proposal narrative. Copies should be stapled and not bound in any way. Proposals sent by FAX will not be accepted.

The proposal submitted to the European Commission may be in any of the official languages of the European Community. Applications and supporting documents should be sent by registered mail postmarked to:

European Commission
Directorate General for Education and Culture
Attention of Mr. Augusto Gonzalez, Head of Unit
Unit EAC/B6 Tempus – Erasmus Mundus
B-1049 Brussels, Belgium

Reminder: Late delivery will lead to the application being excluded from the selection procedure

The joint selection of admissible proposals is planned to be completed in September 2006. The grant award procedure for successful applicants is expected for completion by the end of October 2006. All applicants will be informed in due course in writing of whether or not their proposal has been accepted.

The list of accepted applications with details of beneficiary, project description, amount and percentage of subsidy will also be published on DG EAC web site after the completion of the award procedure.

For EU applicants seeking further information, please contact:

Mr. Diego Sammaritano
European Commission
Directorate General for Education and Culture
Unit EAC B6, Office B7 6/06
B 1049 Brussels
Tel: (+32 2) 299 0023, Fax: (+32 2) 295 57 19
Email: eac-3C-cooperation@cec.eu.int

14. What are the requirements for performance reports?

DG EAC and FIPSE carefully monitor the progress of projects towards their goals through communication with their respective lead and partner institutions and through communication among themselves. Although the timing may vary somewhat, both DG EAC and FIPSE require annual performance reports to be submitted to the respective government agency on the project goals, curricular development, student mobility, project expenditures, and a plan for upcoming activities. Both DG EAC and FIPSE require a final report at the conclusion of the project. FIPSE has a website for filing U.S. project descriptions, annual performance reports, final reports, and requests for administrative changes. FIPSE and DG EAC will send instructions for submitting performance reports to the respective lead institutions or organizations. FIPSE annual reports are due July 15 and final reports are due 90 days after the grant ends.

If funded, the applicants will be required to report data on student persistence and graduation/completion rates. In the U.S. this is explained in the application package under the Government Performance and Results Act (GPRA).

15. What are the contents of the proposal?

EU and U.S. applications packages for Atlantis consist of three components: narrative, forms, and annexes/attachments. It is important to remember that the project narrative must be identical for both submissions. There are differences only in the EU and U.S. forms and required annexes or attachments.

The forms for U.S. applicants and the instructions for filling them out are in www.grants.gov. The forms for EU applicants and the instructions for filling them out are in http://europa.eu.int/comm/education/programmes/eu-usa/call_en.html http://europa.eu.int/comm/education/programmes/calls/callg_en.html

EU and U.S. applicants must submit the identical project narrative in their respective application packages. The requirements for the project narrative that is submitted by EU and U.S. applicants are the same and are listed below. Project narratives for Atlantis

grants may not exceed twenty (20) pages (excluding annexes and attachments) and must address the following points.

For a transatlantic degree consortia project:

1. The objectives of the transatlantic degree and its potential contribution to educational excellence and innovation.
2. The project's outcomes for improving teaching and student achievement.
3. The added value for the proposed discipline and profession and the proposed transatlantic degree compared with courses and programs that may already exist in the same field at national and international levels.
4. The joint study program and how it is integrated among the consortia institutions.
5. The commitment and the formal administrative arrangements for the delivery of the degree as evidenced by letters from the highest administrative and academic levels at the partner institutions.
6. The guarantee that the proposed joint or dual degrees awarded by the institutions in the EU and the U.S. will be recognized and accredited by Member States and relevant U.S. agencies.
7. The arrangement for academic credits, including, if applicable, the extent to which ECTS mechanisms such as the grading scale and other mechanisms for study periods compatible with ECTS will be used.
8. The use of the Diploma Supplement (if applicable) and the plan to improve international transparency in order to facilitate academic and professional recognition of qualifications and accreditation.
9. The cooperative mechanisms and administrative structure for institutionalization, meetings, roles for partners, and communications.
10. The shared arrangements for student selection and admission to the transatlantic degree.
11. The arrangement for tuition and fees.
12. The consortium structure and mechanisms for student and faculty mobility between hosting institutions.
13. The language plan, particularly, the use of training facilities, mentors and tutors, and local language resources.

14. The resources available for hosting foreign students and faculty, particularly, the availability of an office and persons dedicated to linguistic assistance, housing, coaching, visas and insurance, and activities for social integration.

15. The evaluation plan, including formative and summative evaluations, feedback mechanisms, and assessments by independent entities.

16. The plans for promoting and disseminating the results of the project.

For a policy-oriented measures project:

1. The goals, objectives, and activities of the project, including the role of each of the partners in the project.

2. The development or demonstration of innovative ideas or strategies within the proposed discipline or group of disciplines.

3. The utility of the information, materials, processes, or techniques that will result from the proposed project.

4. The impact of the proposed project on improvements in teaching, research, and student achievement.

5. The evaluation and dissemination plan of the project.

Instructions for the EU-U.S. Atlantis Program Application Package

Each EU-U.S. consortium must prepare a common proposal narrative submitted to FIPSE and to the Directorate-General for Education and Culture (DG EAC). The U.S. application package contains the elements listed below. The proposal should contain sufficient information and details to allow the evaluators to judge the merits of the project in relation to the criteria and objectives of the EU-U.S. Atlantis Program. You and your European partners should submit to FIPSE and DG EAC proposal narratives that are identical. The differences exist only in the EU and U.S. forms. **U.S. applicants must download, complete, and submit the application package found on Grants.gov.**

1. **Standard Form (SF) 424--Application for Federal Assistance.** Please follow the attached instructions.
2. **Supplemental Information (SF 424) required for Department of Education grants.** Please follow the attached instructions.

Human subjects regulations. In accordance with Department of Education's policy on the protection of human subjects (CFR 97. 101) FIPSE grants are exempt from the regulations that govern the involvement of human subjects because the projects involve activities, including evaluation, that are defined as "(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior." Although FIPSE grants are exempt from federal regulations on human subjects, institutional applicants may involve federal regulations and protocols according to their institutional practices and requirements.

3. **ED FIPSE Project Title.** Complete each applicable item using the instructions below.

Program: Select EU-U.S. Program

Consortium Members -- U.S. Partner(s):

Enter the name of the applicant institution or organization after Lead

Enter the name of the second U.S. Partner if applicable or type n/a (You must type something in this space in order to submit a complete application.)

Enter the name of the third U.S. Partner if applicable or leave blank

Consortium Members -- Foreign (EU) Partners:

Enter the name of the EU applicant institution or organization after Lead

Enter the name of the second EU Partner

Enter the name of the third EU partner if applicable or leave blank

Project Title: (60 character limit) Enter the project title.

Abstract of Proposal: (1000 character limit) Enter the project abstract. Do not leave this space blank. The abstract must include the following information:

- List of U.S. and EU partner institutions
- Summary of program and project activities.
- Number of U.S. and EU students proposed for study abroad (if applicable).
- Length of study abroad and total time needed to award the degrees (if applicable).
- Number of planned consortium meetings among partner institutions for the entire grant period (note: the annual meeting counts as one per year).

Select project format: Select “Four-year” for a degree implementation project or “Two-year” for Policy-oriented measures.

Federal Funds Requested: Enter the amount of federal funds requested from FIPSE for each year of the project. Calculate the budget from the instructions in Section 9 of the guidelines. The total for both budgets will be entered automatically.

4. **ED FIPSE Budget Summary (U.S. Department of Education Budget Summary).** Please follow the attached instructions to complete the ED FIPSE Budget Summary form.
5. **Project Narrative Attachment Form.** You will attach your project narrative to this form. The U.S. Department of Education can only accept attachments in the following formats, .doc, .rtf., or .pdf. Documents formatted in any other manner will not be accepted. Follow the instructions provided in the guidelines and in the Federal Register Notice. Page Limit: Twenty pages. All pages must be formatted with one (1) inch margins at the top, bottom, and both sides. Double space (no more than three lines per vertical inch) all text in the application narrative, except titles, headings, footnotes, quotations, reference, and captions, as well as all text in charts, tables, figures, and graphs. Use 12-point font. The 20-page limit applies to the project narrative and not the budget section, budget narrative, assurances and certifications, one-page resumes, bibliography, or letters of commitment.
6. **Budget Narrative Attachment Form.** You may attach an optional budget narrative that explains any expenses in the project and how budget figures have been calculated. U.S. applicants must submit budget figures in whole U.S. dollars.

7. **Other Attachments Form.** You must attach the following documents to this form: one-page resumes or biographies for all relevant U.S. and EU personnel; a timetable with benchmarks for each year of the project; and letters of commitment from each partner institution. Please create electronic documents in .doc, .pdf, or .rtf formats, and attach each document to the Other Attachments Form. The following information should be attached here:
- Personnel: State the qualifications of the project director and other U.S. and EU personnel related to the project. Submit only one-page resumes, highlighting relevant skills and experience. Do not submit lengthy resumes.
 - Timetable: Please include a chart listing goals and planned outcomes. This chart should correspond to your evaluation plan.
 - Letters of Commitment: Attach letters of commitment from the senior executive or academic officer of each partner in the consortium, indicating the commitment of the institution to implement an international degree program or a policy project. We recommend that you submit signed letters in pdf.